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ABSTRACT

This competency-based preservice home economics teacher education module on developing occupational programs is the second in a set of four core modules on establishing occupational programs. (This set is part of a larger series of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education [MATCHE]--see CE 019 901-967.) Following the module objective and overview, four units of instruction are presented: (1) administrative approval and funding (includes lessons on identifying program requirements and standards and identifying community and school resources); (2) advisory committees (includes lessons on purpose of an advisory committee, procedures for establishing committees, and organizing and operating a committee); (3) planning and scheduling an occupational program (includes a lesson on types of programs); and (4) program preparations (includes lessons on facilities and equipment, budgeting for the program, and keeping meaningful records and developing a filing system). Each lesson includes a narrative summary, suggested activities, and suggested resources (readings). Each unit also includes a progress test. A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs [CE 019 900].) (JH)

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ED166506

OCCUPATIONAL STRAND:

CORE

MODULE II-A-2 DEVELOPING OCCUPATIONAL PROGRAMS

1978

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MATCHE

Management Approach to Teaching Consumer and Homemaking Education

MATCHE is an individualized, competency-based preservice curriculum designed for home economics education students at the preprofessional, upper division level. MATCHE is a comprehensive curriculum based on selected objectives which give emphases in three areas: 1) consumer approach to homemaking education, 2) teaching home economics in economically depressed areas, and 3) establishing occupational programs related to home economics. The material for each subject matter area of home economics has been organized into these three strands, and includes an FHA-HERO emphasis. These subject matter areas are home economics education core, housing, foods and nutrition, textiles and clothing, human development, and management.

The MATCHE modules were written by subject matter specialists from various colleges and universities offering home economics and therefore each is unique in the approach used for the development of the objectives. The modules allow for differences in level of achievement, rate of learning, and learning goals. They may be used independently, combined into a sequential series, or as a random set of conceptual units. Any instructor using the material can easily adapt the material to a specific group of students, the locale, method of instruction, and available facilities. Learning may be facilitated by offering one module in conjunction with others.

As MATCHE is continuously up-dated by those using the curriculum, some concepts and objectives may be added and others deleted. The purpose is to continually strengthen the program for pre and inservice home economics teachers.

Guidelines for Use and Continuous Development of MATCHE are on file with Home Economics units in each of the fifty state departments of education plus all of the Home Economics Departments in California institutions offering home economics education. This booklet and proceedings from the four MATCHE workshops give background information concerning the purpose and development of the MATCHE project.

For further information contact:

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The project was developed under a contract with the Bureau of Homemaking Education, California State Department of Education under the provisions of PL 90-576 and PL 94-482. However, the opinions expressed herein do not necessarily reflect the position or policy of the Bureau of Homemaking Education or the U. S. Office of Education, and no official endorsement should be inferred.

MATCHE PROJECT

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DEVELOPING OCCUPATIONAL PROGRAMS

Module Objective

When asked to state in writing how to develop an occupational program for students in home economics related entry-level jobs, the MATCHE student will be able to specify how to:

1. survey community/school resources for developing programs,
2. initiate and utilize an advisory committee,
3. estimate the direct cost of the program,
4. prepare a time plan for providing the training, and
5. apply for state/federal funds under VEA 1976.

Module Overview

In Module One you learned how to determine what entry-level jobs to train your pupils for in home economics related occupations. When you know what you're going to train for, you must be able to develop the program by which that training will take place. Considerations must be given to program planning and scheduling; equipment, space, and teaching materials; funding; and administrative support. With adequate planning, your program will have a firm foundation on which to develop.

This module has been divided into the following units:

Unit 1: Administrative Approval and Funding

Unit 2: Advisory Committee

Unit 3: Planning and Scheduling an Occupational Program

Unit 4: Program Preparations

UNIT 1

ADMINISTRATIVE APPROVAL AND FUNDING

Objective

The MATCHE student will be able to state by title the appropriate individual in the local district who gives approval to occupational programs.

The MATCHE student will be able to give a brief description of the various parts of VEA 1968.

The MATCHE student will be able to explain funding policies of the Vocational Education Section, California State Department of Education.

The MATCHE student will be able to identify resources and outline procedures to use to defray additional costs of an occupational program.

Overview

Gaining approval and funding for your occupational program will not be your responsibility alone. You will have to work closely with the administrative staff to make sure that there is no conflict between your objectives and the policies and needs of your school district.

Administrators are expert at filling out proposals, applications, and requests for program funding. The success of your program may depend on how well you specify your requirements and how accurately you can estimate the costs for all aspects of the program.

Funding may come from federal, state, or local sources or a combination of the three. A district may elect to support a program from local funds only.

Lesson 1: Identifying Program Requirements and Standards

In addition to the Narrative Summary, all of the resources and activities in this lesson will provide you with the knowledge and skills required to identify the required components of an occupational program in order to determine the cost of operation. You are free to study any or all of them.

Narrative Summary

Allowing the district variance, the following criteria should be met to obtain approval for funding: 1) facilities and equipment will be provided which meet the minimum standards for an effective/

efficient program; 2) adequate funds will be available for equipment, supplies, and travel for conducting the program; 3) up-to-date teaching materials and references will be available; 4) qualified teachers will be available; 5) instructional strategies will fulfill the needs of the students in the community and prospective employers; and 6) the enrollment and/or demand warrants conducting the program. These criteria indicate minimum cost factors which have to be considered and are required for program development.

Suggested Activities

1. Develop a list of questions to direct to a panel of instructors of existing occupational programs related to home economics. Questions may be concerned with steps taken to obtain approval for the program, procedures used to determine the cost of operation, instructor responsibility for budget, the type of records kept by the instructor, community/school resources, and funding of the program.

2. Using the California Five-Year State Plan for Vocational Education, list the standards for an occupational program, providing a brief explanation of the purpose of each.

   Write a brief statement explaining the need for program standards.

3. Study VE Amendments of 1976 and give a brief description of each Part of the Act.

4. Develop a chart indicating the channels and levels common to the planning and approval of HERO programs; include the instructor, local administrators, and state/federal agencies. Indicate the governing document or guidelines used at each level.

Suggested Resources

Arizona Department of Education. Home Economics in Arizona Schools: Guidelines for Program Development. Phoenix: Division of Vocational Education, Home Economics Education Services, 1972, Chapter 2.

Calhoun, Calfrey, and Alton Finch. Vocational and Career Education: Concepts and Operations. Belmont, California: Wadsworth Publishing Company, 1976, Chapter 12, "State and Federal Support for Vocational Education."

California Department of Education. The California Five-Year State Plan for Vocational Education: A Planning Process. Sacramento: Vocational Education Support Unit, 1977, Sections 3.3, 3.8, and pages 3-72.

Holcomb, Robert, et al. Guidelines for Occupational Program Planning: A Handbook. California Guidelines for Establishing, Modifying, and Terminating Occupational Programs. Sacramento: California State Department of Education. ERIC Document ED 143 404.

Mason, Ralph, and Peter Haines. Cooperative Occupational Education and Work Experience in the Curriculum. Danville, Illinois: Interstate Printers and Publishers, 1972, Chapter 7 "Coordinators and Their Roles."

Meyer, Warren, Lucy Crawford, and Mary Klauren. Coordination in Cooperative Vocational Education. Columbus: Charles E. Merrill, 1975. Chapter 2 "Roles of a Teacher-Coordinator," Chapter 3 "Tasks of a Teacher-Coordinator" and Appendix C.

Texas Tech University. Handbook for Home Economics Cooperative Education. Lubbock: Home Economics Instructional Materials Center, 1975.

Vocational Education Act of 1976 (Title II of P.L. 94-482: Education Amendments of 1976. Washington, D. C.: Superintedent of Documents.

Vocational Education Curriculum Specialist-Module 5. Legislative Mandates for Vocational Education. Palo Alto: American Institute for Research in the Behavioral Sciences. ERIC Document ED 132 380, 1976, Part II.

There is no Progress Check for this lesson.

Lesson 2: Identifying Community and School Resources

In addition to the Narrative Summary, all of the resources and activities in this lesson will provide you with the knowledge and skills required to identify available resources in the school and community which can be utilized to enhance the training and cost effectiveness of an occupational program.

Narrative Summary

The willingness of the community to participate and support an occupational program may affect the program in terms of community resources; e.g., people, work stations, equipment, and supplies. At the same time, the local school district must be willing to provide whatever material resources and financial support it can to supplement federal or state funding where applicable.

As representatives of the community, the advisory committee might be asked to take on the responsibility of identifying and soliciting community resources. In some communities, employers might be willing to take on students for work experience and/or on-the-job training for entry-level skills for short periods of time. Other employers might be willing to have students observe the operation of the business. Still others might volunteer themselves to work with students in the classroom. And some employers may be willing to test students' performance in their businesses after the students have gone through classroom instruction. Many employers cannot give of their time, but are willing to allow their own experienced employees to provide limited assistance.

If some community people are unable to give of their experience and time, many will be able to give materials to the program--furnishings, equipment, supplies, etc.

In short, community resources can be identified and solicited through the advisory committee. Administrative and district procedures and policies should be followed in contacting and working with advisory committees and local businesses and agencies.

As the instructor of an occupational program, the responsibility for gaining school support is primarily yours. You can gain this support by nurturing a cooperative relationship with vocational education coordinators, guidance personnel, and school and district administrators. Your relationship with other faculty members and non-certified personnel is an important factor in the successful acquisition of school and community support.

Suggested Activities

1. Select a home economics related occupation and develop a list of possible community and school resources which, if available, would provide valuable help to your program.

2. Contact the instructor of an existing occupational program to determine the number of school and community resources which are being provided to the program. Identify the procedures used to obtain these resources.

Suggested Resources

Career Education - Community Resource Center. Montana: Great Falls Public Schools. ERIC Document ED 134 842, 1976.

Career Guidance Techniques for Classroom Teachers. Community Resources. Individualized Learning Systems for Career/Vocational Education Staff Development. Sales: Oregon State Department of Education. ERIC Document ED 133 528, 1976.

Directions. Handbook of Community Helping Agencies. San Diego County: United Way. 1976. (Note: similar document published in other counties.)

Hoyt, Kenneth. "Community Resources for Career Education." Washington, D. C.: Office of Career Education (DHEW/OE) ERIC Document ED 130 118, 1976.

Texas Tech University. Handbook for Home Economics Cooperative Education. Lubbock: Home Economics Instructional Materials Center, 1975.

McInnis, Jacquelyn (ed.). A Handbook for Planning, Establishing, and Implementing Occupational Home Economics Programs. Knoxville: University of Tennessee, Bureau of Educational Research and Service.

When you feel you have learned the information presented in this lesson, take the following Progress Check.

Lesson 2: Progress Check

1. List possible community resources

2. Who in the school district usually gives prior approval to the use of community resources?

3. List possible school resources for an occupational program.

Compare your answers with those on the next page.

Answer Key

Lesson 2: Progress Check

1. speakers
   supplies
   work stations
   equipment
   teaching materials

2. school administrators
   school district administrators

3. facilities
   supplemental funding
   personnel support
   work stations
   equipment

UNIT 1: PROGRESS TEST

Student_____

Developing Occupational Programs

Instructor_____

Date_____

1. What part of the 1976 Act, other than Subpart 2, may be used for HERO programs?

2. Describe and analyze at least five duties to be performed by the instructor of a HERO program.

3. List the titles of persons with whom a home economics instructor would be working in getting approval for an occupational program. State the responsibility of each.

ANSWER KEY
UNIT 1: PROGRESS TEST

Developing Occupational Programs

Instructor: In booklets reproduced for students, you may wish to omit this page (see instructor's manual).

1. Funding under Subpart 4, "Disadvantaged Persons," requirements:

   Funds are allocated on the basis of official applications which indicate the purpose for which funds are requested and give assurance of compliance with the standards and provisions of the State Plan. Priority given to district with high percentage of youth unemployment and school dropouts.

2. The answer will be based on the information given by instructors of HERO programs and must be acceptable to the instructor of the course.

3. Depending on school policy, the answer could include any of the following:

   curriculum director
   principal
   vocational director
   superintendent

   Responsibilities: any answer acceptable to the instructor

UNIT 2

ADVISORY COMMITTEES

Objective

When aksed to give five reasons for establishing an advisory committee, the MATCHE student will be able to cite advantages and benefits to the program, the school, the community, and the students.

Given several case studies, the MATCHE student will be able to select and justify the choice which correctly identifies appropriate administrative procedures for initiating an advisory committee.

Given several choices, the MATCHE student will be able to select the criteria by which advisory committee members should be selected.

Given the option of working alone or with others, the MATCHE student will be able to outline guidelines which could be incorporated into an advisory committee working plan, including: 1) purpose and duties of the committee, 2) function of the committee, 3) number and manner of selecting members, 4) length of service, including provisions for dealing with inactive members, and 5) duties of committee officers.

Overview

If your goal is to develop an occupational program that will meet individual and community needs and make use of community resources, you will profit by utilizing an advisory committee. The requirements of the Vocational Education Amendments of 1976 give an increased impetus to home economics teachers to advance in the use of advisory committees. Many State Plans for Vocational Education require the involvement of an advisory committee as an integral part of the program.

This unit will give you an opportunity to learn how to start an advisory committee, how to select members, how to organize a committee, and how to lead one.

Lesson 1: The Purpose of an Advisory Committee

In addition to the Narrative Summary, the suggested resources and activities provided in this lesson will help you learn the purpose, advantages, and benefits of advisory committees in relation to occupational programs.

Narrative Summary

The Vocational Education Amendments of 1976 require that vocational programs receiving federal aid must be continually informed of changes in job requirements, the current employment situation in the community,

new types of equipment and machinery, and new techniques and methods. To meet these requirements, school districts have solicited the continuing help of people in the business community. Districts seek the advice of a group of recognized business and professional leaders dedicated to furthering education in the community, through the utilization of an advisory committee.

Advisory committees may be composed of approximately ten and no more than fifteen members, including representatives of the school administration, management in occupations related to those of your program, labor representatives who are employed in the occupations related to those of your program, and members of employment services and government agencies involved in occupational evaluation and placement.

These persons are among the key resources for planning and implementing an effective program of occupational training and also serve as the catalyst of community support and active involvement and acceptance.

Although advice and assistance are the primary functions of an advisory committee, they can become involved in service activities for the school and the community. Imaginative teachers have motivated committees to perform valuable services which benefit their occupational programs and the individual students engaged in those programs.

Suggested Activities

1. Consult current periodicals, reference books, and resource persons for information for guidelines on the formation, selection, organization, and operation of an advisory committee for your own use for a specific home economics related occupational program.

   Prepare a brief narrative for each of the following headings.

   a. Definition of an Advisory Committee
   b. Why the Program Needs Such a Committee
   c. How the Advisory Committee Can Help the Program

2. Write a brief paragraph on administrative procedures for initiating an advisory committee.

Suggested Resources

California State Department of Education. Advisory Committees--A Manual of Operation. Sacramento: Bureau of Homemaking Education, 1974.

Ramey, Walter. A Guide for the Organization and Operation of Local Advisory Committee for Vocational Education. Richmond: Virginia State Department of Education, Division of Vocational Education ERIC Document ED 124 799, 1975.

Riendeau, Albert. Advisory Committees for Occupational Education: A Guide to Organization and Operation. New York: McGraw Hill, 1977.

When you feel you have learned the information presented in this lesson, take the following Progress Check.

Lesson 1: Progress Check

1. Define an advisory committee.

2. Select the statement(s) which present(s) a valid reason for establishing an advisory committee.

   _____a. An advisory committee satisfies VEA 1976 requirements that federally funded programs be kept abreast of current trends in the vocational areas addressed by the program.

   _____b. An advisory committee functions as a board of directors, assuming the responsibility for program policies and thus relieving the instructor of the time-consuming task and allowing more time for instructional activities.

   _____c. An advisory committee provides a means for business and professional people to effectively voice their suggestions, ideas, and criticisms for public education and involves the committee directly in the educational system.

3. The primary functions of an advisory committee are _____ and _____.

Compare your answers with those on the next page.

Answer Key

Lesson 1: Progress Check

1. a group of recognized business and professional leaders dedicated to the furtherance of education in their community (or equivalent)

2. a, c

3. advice and assistance

Lesson 2: Procedures for Establishing and Selecting Advisory Committees

In addition to the Narrative Summary, the suggested resources and activities presented in this lesson will help you learn the administrative procedures for establishing and selecting an advisory committee in a school district.

Narrative Summary

The district school board is responsible for authorizing the formation and operation of an advisory committee. If using an advisory committee is a new idea in a school or community, the instructor or the vocational coordinator may be required to submit a recommendation to the school board requesting the establishment of the advisory committee. The school administrator submits the request to the board for authorization.

There are several ways by which advisory committee members may be selected. In some instances a nominating committee is established, made up of those involved in planning the program. Sometimes the instructor selects prospective committee members.

Prospective committee members should be contacted by letter, provided with information on the specific purpose of the committee, and informed of the date and place of the first meeting at least three weeks in advance. This gives the prospective member time to consider the offer, and if the person is unable to participate, it gives the administrator time to contact someone else.

Suggested Activities

1. Continue to collect information for guidelines on advisory committees. Prepare a narrative for each of the following headings.

   a. Goals and Objectives for the Advisory Committee
   b. Criteria for Selection of the Advisory Committee
   c. Procedures For Appointing Advisory Committee Members

   Add this information to that which was developed in the preceding lesson.

2. Prepare a plan for starting an advisory committee to aid you in planning for an occupational training program in the home economics area of your choice. Give the names, positions, and qualifications of prospective committee members.

3. Draft a letter to a prospective advisory committee member which explains the functions of the committee and the reason why this person is wanted to serve on the committee.

Suggested Resources

Basualdo, Eugenio. "Advisory Committees in Vocational Technical Programs." ERIC Document ED 123 372.

Center for Vocational Education, Ohio State University. Module A-4 Organize an Advisory Committee. Athens, Georgia: American Association for Vocational Instructional Materials, 1978.

McInnis, Jacquelyn (ed.). A Handbook for Planning, Establishing, and Implementing Occupational Home Economics Programs. Knoxville: University of Tennessee, Bureau of Educational Research and Service.

Mitchell, E. F. Cooperative Vocational Education. Boston: Allyn and Bacon, 1977. Chapter 7 "Organization and Effective Utilization of Representative Advisory Committees."

There is no Progress Check for this lesson.

Lesson 3: Organizing and Operating an Advisory Committee

In addition to the Narrative Summary, the suggested Resources and activities provided in this lesson will help you learn procedures and techniques for organizing and operating an advisory committee for a home economics related occupational program.

Narrative Summary

The first order of business for a newly formed advisory committee is to be informed of the program or proposed program and the committee functions.

Tentative guidelines should be outlined by the instructor. These guidelines should be reviewed and discussed by the committee. These should consider such items as: 1) persons whom the committee is to advise, 2) purpose and duties of the committee, 3) number and manner of selecting future members, 4) time to serve as well as provisions for dealing with inactive or non-participating members, 5) representation of the committee members at other meetings, and 6) duties of the officers.

The specific purposes or tasks of the advisory committee should be considered when determining whether meetings should be held at regular intervals or scheduled as necessary. A local decision will also be made as to who will chair the committee, a community member or school administrator. The chairperson might call a special meeting or the committee might decide when the meetings are to be held. In any case, the meetings should be short and informal. Every meeting should have specific objectives which are incorporated into an agenda by the chairperson and the home economics instructor. The agenda should be sent to the committee members in advance. Minutes should provide a summary report or record of the meetings and should be distributed to absent members, to the school board and administrators, and other persons directly involved in the program.

Suggested Activities

Collect information to complete the guidelines on advisory committees. Prepare a narrative for each of these headings:

a. Length of Service and Provisions for Dealing with Inactive or Non-Participating Members
b. Representation of Committee Members at Other Meetings
c. Duties of the Officers

Add these headings to those previously developed. Based on each narrative, prepare a brochure titled "Guidelines for Advisory Committees." Submit this to your instructor for review. Instructor approval will indicate successful completion of this lesson.

Suggested Resources

Center for Vocational Education, Ohio State University. Module A-5. Maintain an Occupational Advisory Committee. Athens, Georgia: American Association for Vocational Instructional Materials, 1978.

Ramey, Walter. Guidelines and Resources for the Development, Implmentation, Operation, and Evaluation of Local Advisory Committees or Councils. Richmond: Virginia Commonwealth University. Eric Document ED 124 800, 1976.

Texas Tech University. Handbook for Home Economics Cooperative Education. Lubbock: Home Economics Instructional Materials Center, 1975.

There is no Progress Check for this lesson.

UNIT 2: PROGRESS TEST

Student_____

Developing Occupational Programs

Instructor_____

Date_____

1. Give five valid reasons for establishing an advisory committee.

   a.

   b.

   c.

   d.

   e.

2. What are the two primary functions of an advisory committee?

   a.

   b.

3. Write a brief paragraph correctly identifying appropriate administrative procedures for initiating an advisory committee.

4. List three criteria by which advisory committee members are selected.

   a.

   b.

   c.

ANSWER KEY

UNIT 2: PROGRESS TEST

Developing Occupational Programs

Instructor:	In booklets reproduced for students, you may wish to omit this page (see instructor's manual).

1. (any five of the following or equivalent)

   to help increase the relevance of occupational curricula or courses
   to obtain advice on the specific skills, techniques, and abilities needed to enter a job or cluster of jobs
   to help locate on-the-job training opportunities outside the school
   to advise on unrecognized community needs and existing and emerging employment needs and opportunities
   to assist in identifying and obtaining qualified persons to assist in teaching courses
   to provide a channel of communication between the school and community
   to assist in program evaluation, surveying present and past students, interviewing employers, and obtaining other school and related data on which to base judgements
   to assist in follow-up studies

2. advice and assistance

3. any answer that explains district policy and is acceptable to the instructor

4. (any three of the following)

   interest in youth and education
   knowledge of community and/or occupation
   ability as a homemaker, business person, or employer
   willingness to devote time to committee work
   representative of an interest group or population segment
   reputation for character and integrity

UNIT 3

PLANNING AND SCHEDULING AN OCCUPATIONAL PROGRAM

Objective

The MATCHE student will be able to identify and explain the type(s) of programs and situations under which he or she could most effectively conduct an occupational program for entry-level job skills.

Overview

Planning and scheduling are tasks which often contribute to the success or failure of an occupational program. Getting the maximum use of facilities and equipment while using them only for pertinent and practical functions requires careful planning. Guidelines are available to assist you in this task since home economics occupational programs operate and are funded on the same basis as other vocational programs. Although the responsibility for initiating an occupational program rests with the school administration, the input you give will probably determine the feasibility of implementing a challenging, effective program, or one which duplicates many already in existence. You know what needs to be done.

Lesson 1: Types of Programs

In addition to the Narrative Summary, all of the resources and activities in this lesson will provide you with the procedural knowledge and skill required to identify and explain the type(s) of schedule(s) under which you could most effectively conduct an occupational program for entry-level job skills. You are free to study any or all of them.

Narrative Summary

The procedures which you have been able to employ in getting the advisory committee established, needs identified (training requirements, facilities, equipment, materials, etc.), and administrative support will bring you to the point of planning other aspects of the program, such as class schedules, enrollment, performance objectives, instructional strategies, and course content.

There are minimum requirements which must be met to obtain approval for home economics related occupational programs. Most states require that the program plans be developed in accordance with regulations of the state department of education.

In planning and scheduling an occupational program you must make decisions about simulated class experience and/or actual on-the-job work experiences, cooperative program elements, classroom instruction, planned observations (field trips), etc. Characteristic of effective

occupational programs is the incorporation of classroom instruction, planned observations, and acquisition and demonstration of specific skills, and some form of work experience.

Suggested Activities

1. Develop a questionnaire which will give you specific data on planning and scheduling procedures used by teachers in existing occupational simulated and cooperative programs.

   If possible, use the questionnaire in an interview with an administrator/instructor.

2. Use the above questionnaire as a basis for group interviews with instructors of the following HERO programs.

   Home Furnishings Sales
   Food Service
   Textile Merchandising
   Child Care Aide
   Homemaker's Aide
   Health Aide

3. Following the panel discussion of several instructors of occupational programs, give a brief description of particular characteristics of a simulated and of a cooperative program for your selected occupational program.

   Give recommendations for your program regarding schedule and time plan.

Suggested Resources

Arizona State Department of Education. Home Economics in Arizona Schools: Guidelines for Program Development. Phoenix: Division of Vocational Education, Home Economics Education Services, 1972.

Arizona Department of Education. Framework for Home Economics Related Occupations. Phoenix: Division of Vocational Education, Home Economics Education Services, 1972.

Fedje, Cheryl, and Marge Harouff. Cooperative Occupational Home Economics: A Handbook for Nebraska Teacher Coordinators. Lincoln: University of Nebraska, Department of Vocational-Technical Education. ERIC Document ED 126 349, 1976.

Johnson, P., M. Becker, and B. Petrich. "Sycamore High School Meets Students' Needs Through a Relevant Home Economics Program," Illinois Teacher, Vol. XIV, No. 4, March-April, 1971, 170-187.

Mason, Ralph, and Peter Haines. Cooperative Occupational Education and Work Experience in the Curriculum. Danville, Illinois: Interstate Printers and Publishers, 1972, Chapters 1, 6, 16-19.

Mitchell, E. F. Cooperative Vocational Education. Boston: Allyn and Bacon, 1977, 282-300.

Meyer, Warren, Lucy Crawford, and Mary Klauren. Coordination in Cooperative Vocational Education. Columbus: Charles E. Merrill, 1975, Chapter 1, Chapter 8, 191-205.

"Vocational and Career Education," Illinois Teacher, Vol. VXIII, No. 4, 1974-5.

Vocational Education Curriculum Specialist - Module 1. Scope of Vocational Education. Palo Alto: American Institute for Research in the Behavioral Sciences, 1976, Part II, ERIC Document ED 132 377.

There is no Progress Check for this lesson. Secure Progress Test for Unit from your instructor.

UNIT 3: PROGRESS TEST

Student_____

Developing Occupational Programs

Instructor_____

Date_____

1. List the priority program elements for which decisions must be made in planning the schedule for an occupational program.

2. List the advantages and disadvantages of actual on-the-job experience and simulated work experience.

3. List five possible duties to be performed by the instructor of a cooperative vocational education program.

   a.

   b.

   c.

   d.

   e.

ANSWER KEY

UNIT 3: PROGRESS TEST

Developing Occupational Programs

Instructor:	In booklets reproduced for students, you may wish to omit this page (see instructor's manual).

1. work experience
   cooperative vocational program elements
   classroom instruction
   planned observation

2. On-the-Job Experience

   advantages

   It presents a real work situation which cannot be duplicated in the classroom.
   Students face real on-the-job problems of working with others.
   Students might earn a wage.

   disadvantages

   Number and variety of work stations are often too limited.
   Students require too close supervision.
   It gives no experience in managerial or decision-making situations.

   (any combination of above, or equivalent)

   Simulated Work Experience

   advantages

   It permits "arrangement" of many situations.
   It allows for small scale production, selling, marketing, and service projects which parallel actual businesses.
   It permits experimentation with new skills and methods.

   disadvantages

   It is not as motivating as real work experience.
   It is only preparatory to on-the-job demonstration of skills.

   (any combination of above, or equivalent)

Unit 3: Progress Test (continued)

3. (any five of the following)

Arrange appropriate work stations.
Conduct related class instruction.
Train (through demonstration) for specific skills.
Place students in jobs.
Represent the school at vocational education functions.
Keep records.
Observe students in work situations.

UNIT 4

PROGRAM PREPARATIONS

Objective

The MATCHE student will be able to identify the general procedures which must be followed by the instructor to prepare for implementation of a home economics occupational program after administrative approval has been received.

The MATCHE student will be able to identify the criteria and explain the steps which must be taken by the instructor for procuring facilities and equipment for a home economics occupational program.

The MATCHE student will be able to list the cost factors which must be considered in determining the cost of operation for an occupational program.

The MATCHE student will be able to identify services, consumable supplies, and instructional materials needed for several different home economics occupational programs.

The MATCHE student will be able to correctly complete a purchase request form when given a list of approved equipment, supplies (consumable and nonconsumable), and instructional materials.

The MATCHE student will be able to identify and describe the procedures which must be followed for establishing a filing system for report forms, students records, and instructional materials which are needed in a home economics occupational program.

Overview

Once administrative approval has been given for an occupational home economics program, you must prepare for the training by setting up the facilities, assembling materials, supplies, and equipment, and organizing the record keeping system by which all activities will be documented and monitored. Operating budgets must be prepared. Maintenance procedures for facilities and equipment will have to be established.

Lesson 1: Facilities and Equipment

In addition to the Narrative Summary, all of the resources and activities provided in this lesson will enable you to identify and explain the steps which must be taken for procuring and preparing facilities and equipment for a home economics occupational program. You are free to study any or all of them. When you feel you have learned what you

need to know, take the progress check which follows. Your responses to this self-test will give you an idea of how well you are doing. If you miss any of the questions, go back through the materials to master the information.

Narrative Summary

Unless you are involved in planning facilities for construction of a new school, you will most likely have to adapt existing facilities to meet the requirements of your training program. Arrangement of these facilities (or learning centers) must be functional.

The type, size, and location of the facility will probably have been discussed with the advisory committee and administration during the planning stages. The specific layout and arrangement of the facility will be designed around the specific performance objectives of the HERO program.

You need to consider space and equipment required for class discussion, demonstration, experimentation, simulation, skill development, individual study, and references. The advice of an advisory committee on space and equipment is essential.

The number and type of occupationally oriented home economics facilites are determined by the scope of the program. There may be a facility for each area of home economics addressed by the program, or a facility which can accommodate more than one program.

Before you make a formal request or submit any requisition forms for materials, supplies, or equipment, you should become familiar with school policies and state regulations which identify spending procedures.

Suggested Activities

1. Make a suggested list of supplies and equipment needed to provide entry-level skills training in the area of your choice. Complete a purchase request form for two pieces of equipment and five items of supplies and materials.

2. Visit an existing occupational program for a home economics related occupation. Determine how the instructor coordinated the allotted classroom space, the uses of space, and the flexibility for making adjustments for particular activities. Inspect the equipment and furnishings. Find out the procedures the instructor followed to procure the equipment and supplies, and the procedures which he or she must follow to obtain additional equipment and supplies. Identify criteria, and list steps.

Suggested Resources

Center for Vocational Education, Ohio State University. Module E-1. Project Instructional Resource Needs. Athens, Georgia: American Association for Vocational Instructional Materials, 1977, 6-13.

Center for Vocational Education, Ohio State University. Module E-8. Organize the Vocational Laboratory. Athens, Georgia: American Association for Vocational Instructional Materials, 1977, 6-21.

Center for Vocational Education, Ohio State University. Module E-3. Arrange for Improvement of Your Vocational Facilities. Athens, Georgia: American Association for Vocational Instructional Materials, 1977.

Meekley, Richard. Planning Facilities for Occupational Education Programs. Columbus: Charles E. Merrill.

Meyer, Warren, Lucy Crawford, and Mary Klauren. Coordination in Cooperative Vocational Education. Columbus: Charles E. Merrill, 1975, Chapter 9, 223-230.

Ohio State University. A guide for Planning Facilities for Home Economics Occupational Preparation Programs. Columbus: Center for Vocational Education, 1968.

Oppert, Judith. "Ideas About Space and Equipment for Home Economics Departments." Illinois Teacher, Vol. XV, No. 5, May-June, 1972, 213-232.

Williams, John. Vocational Technical Facility Planning Guide. Trenton, New Jersey: State Department of Education, Division of Vocational Education, ERIC Document ED 133 425.

When you feel you have learned the information presented in this lesson, take the following Progress Check.

Lesson 1: Progress Check

1. List six steps which should be followed by the instructor for procuring supplies and equipment for a home economics occupational program.

   a.

   b.

   c.

   d.

   e.

   f.

Compare your answers with those on the next page.

Answer Key
Lesson 1: Progress Check

1. (any six of the following)

Review inventories.
Review enrollments to determine amounts.
Plan operating budgets.
List needed supplies and equipment based on performance objectives.
Set priorities.
Inspect equipment.
Review school policies and state regulations on spending procedures.
Fill out appropriate requisition forms.

Lesson 2: Budgeting for the Program

In addition to the Narrative Summary and based on the requirements you identified in the previous lesson, all of the resources and activities in this lesson will provide you with the procedural knowledge and skill required to determine the budget for an occupational program. You are free to study any or all of them.

Narrative Summary

A comprehensive program-cost analysis of vocational education programs revealed that the elements of cost in determining the total cost of program comprise much more than the specific program requirements. There are direct and indirect costs. Direct costs are those which can be attributed to the specific program requirements, and indirect costs are those current costs which represent overhead, administrative costs, and other expenditures that must be spread over several programs.

It is unlikely that as an instructor you would be required to cost out your entire program or even be responsible for accounting for expenditures, short of reporting and documenting monthly expenditures during program operation. It is important, however, that you be knowledgeable about the procedures and policies of the administrators who are responsible. Once you are aware of what steps they must follow, you gain an understanding of why it often takes so long to process forms. It will certainly enhance your relationship with those to whom you must report and be accountable.

Suggested Activities

1. Study and analyze the Instructions for Filing a Claim. Make a brief summary and state your suggestions for use in setting up records of expenditures.

2. Identify direct and indirect expenditures as found in reports on file in the Resource Center.

3. Submit five questions to address to an administrator regarding the cost of and the accounting procedures for occupational programs.

4. Based on the data you acquire from both administrators and instructors, draft a list of suggested methods and procedures by which an occupational program can be budgeted to satisfy both the requirements of the program and of the funding agency.

Suggested Resources

California Department of Education. The California Five-Year State Plan for Vocational Education: A Planning Process. Sacramento: Vocational Education Support Unit. Section - Instructions for Preparing and Submitting an Application for Funds Under Subpart 2 - Basic Grants, 1977.

California Department of Education. "Instructions for Preparing a District Plan." Sacramento: Vocational Education Support Unit, 1976-77.

Center for Vocational Education, Ohio State University. Module E-2. Manage Your Budgeting and Reporting Responsibilities. Athens, Georgia: American Association for Vocational Instructional Materials, 1977, 6-29.

There is no Progress Check for this lesson.

Lesson 3: Keeping Meaningful Records and Developing a Filing System

In addition to the Narrative Summary, all of the resources and activities provided in this lesson will enable you to describe the procedures for establishing a filing system for many types of records, such as report forms, student records, and instructional materials.

Narrative Summary

It is clear that the duties and responsibilities of the instructor or supervisor of an occupational program are many and varied. From the standpoint of effectiveness, relevancy, and the ultimate success of the program, there is a responsibility to maintain appropriate records.

Record keeping must be planned for in advance. You have an opportunity in this course to gather, review, revise, and construct many forms. It is suggested that you maintain a notebook containing these sample records because they will be invaluable to you for administering a program, evaluating its progress, and collecting evidence for suggestions to modify and improve the program.

The management and coordination of the activities which occur daily in an occupational program require a systematic approach to documentation. This approach often hinges on the ability of the instructor to establish and maintain an efficient filing system for student records, lesson plans, daily reports, weekly reports, statistical reports, tests, instructional materials inventories, employer ratings, etc.

This system should be established before the program begins operating.

The first task you should accomplish is the identification of the records, forms, and materials which are to be kept. Then study various systems for filing in relation to school policy.

Files should be established for the periodic reports which are required by the school, district, and state department of education. Equipment and supplies which must be inventoried should be recorded and filed, along with all other information on maintenance, procurement, etc. Instructional materials should be filed in such a way that they, too, are easily accessible and monitored. The filing system should provide for checking out such materials.

A file should be maintained for "current" job related information which may affect placement opportunities or the training program itself.

Suggestions for useful files include those maintained for advisory committee activities, budgets, correspondence, prospective employers and students, vocational education standards and guidelines, and Future Homemakers of America-HERO materials and records.

Many of the clerical tasks involved in setting up and maintaining files can be performed by student assistants or teacher aides.

Suggested Activities

1. Review current literature regarding occupational training to identify procedures in setting up a filing system for records and materials. Obtain copies of the forms which instructors of occupational programs are required to keep. Working in small groups and using these forms, establish a file for each. Make a list of all the forms and reports which the instructors are required to file.

2. Using existing forms from established programs and systems, or a list of the information which must be documented, develop a detailed outline of the filing system you might want to use for an occupational program.

Suggested Resources

Center for Vocational Education, Ohio State University, Module E-4. Maintain a Filing System. Athens, Georgia: American Association for Vocational Instructional Materials, 1977, 6-19.

Minnesota Department of Education. "A Professional Filing System for Home Economics, Hospitality and Recreation and Personal Services Teachers." St. Paul: Division of Vocational and Technical Education, Home Economics Education.

South Carolina Department of Education. "Filing: Distributive Education." Clemson: Clemson University, Vocational Education Media Center, 1970.

Texas Tech University. Handbook for Home Economics Cooperative Education. Lubbock: Home Economics Instructional Materials Center, 1975.

When you feel you have learned the information presented in this lesson, take the following Progress Check.

Lesson 3: Progress Check

1. What is the first step in designing a form? Write a brief paragraph on the total design of a usable form.

2. List contents which might be found in a student's daily folder.

3. What information should be included in a student's permanent folder?

Compare your answers with those on the next page.

Answer KEY

Lesson 3: Progress Check

1. identification of required information

   (The paragraph must be acceptable to the instructor.)

2. program schedule
   training plan
   assignment sheets
   individual study progress report
   tests

3. completed training plan
   grades
   attendance
   student's rating sheet
   employer's rating sheet
   follow-up record

UNIT 4: PROGRESS TEST

Student_____

Developing Occupational Programs

Instructor_____

Date_____

1. List the general procedures which must be followed by the instructor to prepare for implementation of a home economics occupational program.

2. List and justify factors that must be considered in planning or adapting present facilities to a HERO program.

3. Write a paragraph in which you identify and describe the procedures which you should follow for establishing a filing system for records, forms, and materials needed in a home economics occupational program.

ANSWER KEY

UNIT 4: PROGRESS TEST

Developing Occupational Programs

Instructor:	In booklets reproduced for students, you may wish to omit this page (see instructor's manual).

1. Analyze performance objectives to determine equipment, supplies, resources, and space requirements.
   Procure needed equipment, facilities, and supplies.
   Establish and prepare a record keeping (filing) system for documentation of all program components.
   Arrange for storage and security of equipment and supplies.

2. measurable objectives of course
   enrollment
   types of classroom activities
   community work stations
   funds available

3. This answer must be acceptable to the instructor and be based on the information given in this unit.

MODULE POSTTEST

After you have completed the final unit progress test for this module, you should be ready to take the Module Posttest. See your instructor.

Module Suggested Resources

In addition to resources suggested for use in specific lessons of this module, the resources listed below are provided for general use throughout the module.

American Vocational Journal. Issues: December 1956; March 1967; March 1968; April 1970; May 1976. (Major issues on historical perspective legislation about vocational education.)

Barlow, Melvin. History of Industrial Education in the United States. Peoria: Charles A. Bennett, 1967.

Calhoun, Calfrey, and Alton Finch. Vocational and Career Education: Concepts and Operations. Belmont, California: Wadsworth Publishing, 1976.

Handbook for Cooperative Vocational Education in Illinois. Springfield, Illinois State Office of Education, Northern Illinois University, Dekalb, 1977.

Krebs, Alfred (ed.). The Individual and His Education. Washington, D. C.: American Vocational Association, 1972.

Law, Gordon (ed.). Contemporary Concepts in Vocational Education. Washington, D. C.: American Vocational Association, 1971.

Nystrom, Dennis. Occupation and Career Education Legislation. Indianapolis, Indiana: Howard W. Sams, 1973.

Somes, Gerald, and Kenneth Little. Vocational Education: Today and Tomorrow. University of Wisconsin, Center for Studies in Vocational and Technical Education, 1971.

Vocational Education Curriculum Specialist. Module 3: Current Funds in Vocational Education, Part II. Palo Alto: American Institute for Research in the Behavioral Sciences. ERIC Document ED 132 379, 1976.

Vocational Education Curriculum Specialist. Module 4: Organization of Vocational Education. Part II. Palo Alto: American Institute for Research in the Behavioral Sciences. ERIC Document ED 132 406, 1976.

Vocational Education Curriculum Specialist. Module 10: Fiscal Management of Vocational Education. Part II. Palo Alto: American Institute for Research in the Behavioral Sciences. ERIC Document ED 132 382, 1976.

MODULE PRE/POSTTEST

Student_____

Developing Occupational Programs

Instructor_____

Date_____

Student:	This pre/posttest will assess your knowledge of the information presented in this module. You need study only those units that are prescribed on the basis of pretest results.

1. Identify the parts of VEA 1976 most commonly used for funding occupational programs and state the requirements for each.

2. Define and give examples of direct and indirect cost of an occupational program.

3. Identify five reasons for establishment of an advisory committee. Describe procedures for selecting and establishing this advisory committee.

   a.

   b.

   c.

Pre/Posttest (continued)

3. d.

   e.

4. Write a paragraph in which you identify and describe factors which you need to consider in developing a HERO program.

Return this test to your instructor for evaluation.

ANSWER KEY
MODULE PRE/POSTTEST

Developing Occupational Programs

Instructor: Do not reproduce this page in students' booklets. You must retain it for grading and prescriptive purposes.

1. Subpart 2; "Basic Grant," funding requirements:

   Funds are allocated on the basis of official applications which indicate the purpose for which funds are requested and give assurance of compliance with the standards and provisions of the State Plan.

   Subpart 4; "Special Programs for the Disadvantaged," funding requirements:

   Funds are available for conducting special programs; and allocated within the state to areas of high concentrations of youth unemployment and school dropouts on the basis of official applications which indicate the purpose for which funds are requested and give assurance of compliance with the standards and provisions of the State Plan.

   Subpart 5; "Consumer and Homemaking Education," funding requirements:

   Funds under this subpart to be used solely for educational programs in consumer and homemaking education.

   Funds are allocated on the basis of official applications which indicate the purpose for which funds are requested and give assurance of compliance with the standards and provisions of the State Plan.

2. Direct costs are those costs which are directly attributed to the specific program requirements, such as materials, travel, and salaries of the instructor and director.

   Indirect costs are those costs which must be spread over several programs, such as administrative costs, facilities, and, if used for other programs, custodial services.

3. The following (or equivalent) are acceptable:

   a. An advisory committee can help to increase the relevance of an occupational training program or course.

b. An advisory committee can help locate jobs or training situations in the community.

c. An advisory committee can give advice on unrecognized community needs and existing and emerging employment needs.

d. An advisory committee will enhance community acceptance of the program.

e. Some states stipulate the use of an advisory committee as a condition of program approval and funding.

4. The paragraph is to include the following items:

a. administrative approval

b. recommendations regarding the type of program and type of supplementary funding

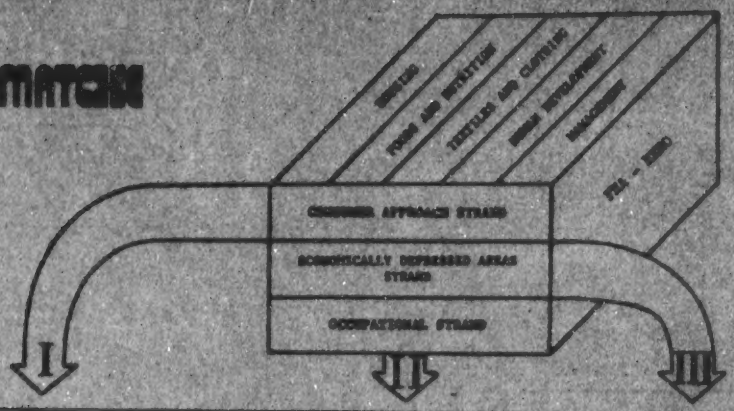
c. plans for determining cost of program

d. plans for keeping of program records and student records

e. recommendations regarding the type of facilities

f. selecting and establishing an advisory committee

g. identifying community and school resources



	I	II	III
A.	CORE: CONSUMER APPROACH TO HOMEMAKING EDUCATION 1 Life Styles and the Consumer 2 Community Consumer Resources 3 Consumer Rights and Responsibilities 4 Incorporating the Consumer Approach in Homemaking Classes	CORE: ESTABLISHING OCCUPATIONAL PROGRAMS 1 Analyzing Job Market Opportunities 2 Developing Occupational Programs 3 Implementing Occupational Programs 4 Evaluating Occupational Programs	CORE: TEACHING HOME ECONOMICS IN ECONOMICALLY DEPRESSED AREAS 1 Characteristics of Economically Depressed Areas 2 Life Style Characteristics of Economically Depressed Areas 3 Community Resources for Economically Depressed Areas 4 Developing and Implementing Programs for Economically Depressed Areas
	AREA (Module) PACKAGES	AREA (Module) PACKAGES	AREA (Module) PACKAGES
B.	HOUSING 1 Consumer Use of the Community 2 Procedures for Selecting a Community 3 Procedures for Selecting Housing 4 Shopping for a Home Loan 5 Procedures for Selecting Furnishings 6 Maintenance Procedures for Surfaces, Furniture, and Appliances	HOUSING 1 Occupational Opportunities Related to Housing and Interiors 2 Required Skills for Retail Sales of Furnishings and Related Household Items	HOUSING 1 Low Income Housing 2 Government Housing Programs 3 Low Income Furnishings
C.	FOODS AND NUTRITION 1 Technological, Sociological, Ecological, and Environmental Factors Related to Food 2 Regulatory Agencies Responsible for Wholesomeness and Quality of Foods 3 Consumer Aspects in Planning Meals 4 Cultural Food Patterns 5 Influences on Food Prices	FOODS AND NUTRITION 1 Occupational Opportunities Related Foods and Nutrition 2 Operations and Activities of a Food Service Operation 3 Managing a Food Service Operation	FOODS AND NUTRITION 1 Food Availability in Economically Depressed Areas 2 Low Income Food Patterns 3 Meal Management on a Low Income
D.	TEXTILES AND CLOTHING 1 Consumer Approach to Textiles and Clothing 2 Sociological, Psychological, and Economic Factors Affecting Clothing Selection 3 Clothing Needs of Individuals 4 Applications and Implications of New Technology in Textiles and Clothing	TEXTILES AND CLOTHING 1 Occupational Opportunities Related Textiles and Clothing 2 Assembly Line Garment Construction 3 Merchandising Textiles and Ready-To-Wear	TEXTILES AND CLOTHING 1 Clothing the Individual and Family 2 Utilizing Resources for Clothing and Textiles
E.	HUMAN DEVELOPMENT 1 Societal Changes Affecting the Family 2 The Relationship Between Spending Patterns and Interpersonal Relationships 3 Financial Pressures in Various Life Styles and Cycles 4 Individuals and Families in Crisis 5 Consumer Aspects of Parenthood	HUMAN DEVELOPMENT 1 Occupational Opportunities Related to Human Development 2 Children's Center Aide 3 Developing Programs for Preschool Children 4 Convalescent Home Aide	HUMAN DEVELOPMENT 1 Characteristics of Economically Depressed Area Families 2 The Child and the Economically Depressed Area Family 3 Resources for the Economically Depressed Area Family
F.	MANAGEMENT 1 Relationship Between National and Consumer Economics 2 Consumer Legislative Issues 3 Environmental Issues and the Consumer 4 Financial Management 5 Family and Individual Credit Management 6 Management View of the Multiple Role 7 The Metric System	MANAGEMENT 1 Occupational Opportunities Related to Home Management and Supporting Services 2 Occupational Preparation for Jobs Utilizing Housekeeping Skills	MANAGEMENT 1 Management Skills 2 Money Management 3 Marketing Practices in Relation to Low Income Clientele